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The rationale and master plan have been developed, in accordance with legislative mandate, for the planning and implementation of a Flexible Staff Organization (FSO) feasibility study involving the operation of model FSO projects in selected Florida elementary and secondary schools. Objectives will be to explore patterns of staff utilization involving differentiated levels of instructional responsibility and compensation, individualized instruction, time flexibility, instructional support systems, personnel involvement in decisionmaking, and flexible use of physical facilities. The state legislature would provide primary funding for the operation of at least five pilot centers by local school systems, and the State Department of Education would set up an organizational network to coordinate model programs and would be responsible for the state-level operational components: research and evaluation, information dissemination, educational training, and operation and support. The proposed minimum time table outlines a 4-year schedule including Program and Functional Analysis Phase, Development and Staging Phase, Implementation of Pilot Models, Model Modification Phase, and Model Evaluation Phase. (Included in this progress report are the financial plan and budget, proposed funding legislation, organization and process flow-charts, and a 62-item bibliography on differentiated staffing.) (JS)

ED033086

FLORIDA

FLEXIBLE STAFF ORGANIZATION

FEASIBILITY STUDY

Interim Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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In Partial Fulfillment of

The Requirements of

Chapter 68-13, Laws of Florida

****

State Department of Education

Tallahassee, Florida

Floyd T. Christian, Commissioner of Education

February, 1969

SP003214

PREFACE

The Interim Report and Recommendations is intended as a progress report which reflects the importance, background, and master plan to order systematically the events necessary for phasing in the feasibility study. It is also intended to describe a design for operating an organizational "network" which would facilitate the state-level coordinating role and the local-level responsibility for pilot project (pilot centers) operations. No illusion is held that the plan is complete or perfect, although the development process has provided all who are associated with it new insights, understandings, and knowledge of the potential of flexible staff utilization. It is hoped that the proposed feasibility study and the descriptions provided in this report will help others accept differentiated staffing as a process that needs a test of time, and not a product to be imposed on an already existing organizational structure of the educational system.

A bibliography is included to aid others in further study of the many variables to be considered in flexible staff utilization.

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RATIONALE FOR A FLEXIBLE STAFF ORGANIZATION FEASIBILITY STUDY

I. INTRODUCTION

The twentieth century has seemingly inherited much which in a manner of speaking has sprung up overnight. Relationships which were once simple, or appeared to be so, have now developed to such a stage of complexity that the hue and cry of systems approach advocates, structural change enthusiasts, and PPBS cost analysts are heard throughout the sprawling metropolitan areas, where not too long ago only forests, a few scattered farm houses, and the one-room school house graced the scene. Times have changed, but the direction for this change has been incremental, piecemeal, often like the old fashioned patchwork quilt, a reaction to what is there rather than a projection of needs based on priorities. However, increasingly during the last two or three decades of American education sporadic adjustment has given way to an ordered search for direction. It is this search for direction with which this Report is concerned. The immediate consideration is flexible staff organization, a possible plan for staff utilization based on a role definition and task analyses which are in turn shaped by philosophy, and objectives formulated as basic assumptions concerning organizational change.

Essential to the study of the organization of educational programs is the examination of the role of the teacher as a member of the professional staff. The present practice of staff organization dates back to the early nineteenth century. Although this practice has served well in the past, there is an apparent need to seek innovative methods or patterns of staff utilization, especially in light of the problems faced by education today.

Both the lack of power to hold in the teaching profession and the inability to find an acceptable method of recognizing talented and creative

teachers have contributed to expressions of frustration and militancy among today's teachers. The recent crisis in Florida's educational system attests to the mounting pressures in the profession to find a solution to these vexing problems.

One of the most difficult dilemmas is that teachers, in pressuring for answers to their problems, and Boards of Education, responding to their demands, operate from the same set of assumptions which have produced the very conditions that each wishes to change. An example of this is the manner in which educators suspiciously approach any plan which contains even the remotest characteristic of merit pay. Historically, the chief method for rewarding superior teachers has been reflected in a variety of plans lumped together and called "merit pay." For the most part, such experiments have failed to win support of teachers and administrators for a number of reasons.

Difference Between Merit Pay and Differentiated Staffing

The major difference between "merit pay" and the concept of "differentiated staffing" relates to staff utilization patterns. For example, merit pay plans reward teachers for being "superior"; remuneration is not based on any recognition of differentiation in process responsibility or competency. Thus, the "superior" teacher is deployed in exactly the same manner as the "average" or "mediocre" teacher. The concept of differentiated staffing rewards teachers on the basis of levels of responsibility and competency. It seeks to utilize more effectively the individual talents and capabilities of teachers within the organizational structure.

II. BACKGROUND FOR FLEXIBLE STAFF ORGANIZATION STUDY

The successful recruitment of new and highly skilled personnel to the education profession is dependent, in part, upon our ability to find new and productive ways in which to utilize staff members. There is some empirical evidence to support the belief that the creation of a new design of staff organization based upon such measures as operational flexibility, new methods of advancement, and better deployment of teacher talent will attract new persons to the field and increase the holding power of the profession. Hopefully, it will also encourage many to return to the profession, especially those who left because they found teaching to be insufficiently rewarding financially or because they found teaching to be a dull and monotonous occupation.

In addition, a review of related literature has revealed a number of basic concerns among teachers about present organizational patterns. These concerns, though summaritive in nature, provide additional support in attesting to the importance of the feasibility study:

---At the present, there is no promotion within the ranks of the teaching profession.

---All teachers are considered interchangeable parts in a rigid organizational structure without regard to individual differences or expertise.

---Often teachers are not recognized as professionals in the over-all educational hierarchy.

---Teachers are seldom included in the decision-making processes and regulation of their own profession.

Again, these statements, though not all inclusive, nor without qualification, suggest a definite need for conducting a study of this kind; and, in turn, may provide a significant contribution to solving some of the problems facing education today.

State Enabling Legislation

The recent educational crisis in the State of Florida offered some evidence that the time for investigation and re-evaluation of the utilization of teaching personnel has arrived. The special education session of the Florida Legislature in February, 1968, provided the impetus to undertake this study which would result in initial steps leading to flexible staff utilization in the schools.

> Section 6 of Senate Bill No. 70-X (68) states.....
> "The State Superintendent in cooperation with selected county boards of public instruction shall develop and operate model projects of flexible staff organization in selected elementary and secondary schools based on differentiated levels of responsibility and compensation for services performed. Each project shall be designed, conducted, and evaluated in a manner which will provide definitive information which shall be furnished to each county board of public instruction in the state."*

The legislative mandate, as a statement, is fairly broad; but its intent is specific -- to find better ways to utilize the time and talents of Florida's educational personnel which, in turn, may lead to increased effectiveness of the instructional program in meeting the educational needs of Florida's students.

* Chapter 68-13, Laws of Florida

III. SPECIFIC GOALS OF THE STATE DEPARTMENT OF EDUCATION

In accordance with the legislative mandate, the major purpose of this plan is to provide a general framework for the development of model projects across the State to develop new and different concepts of staff utilization.

In order to achieve this purpose, the State Department of Education has identified the following major goals:

A. To develop a long-range master plan to order systematically the events necessary for development and implementation of a Flexible Staff Organization (FSO) Feasibility Study.

B. To design and operate an organizational network or structure to coordinate the model projects.

C. To establish a framework for educational change and change strategies in moving from one staff utilization pattern to another.

D. To establish cost benefit models which will serve as a guide for other local educational agencies to determine the costs (both transitional and continuing) of implementing a flexible staffing organization.

E. To provide necessary data to assist the Department of Education in furnishing definitive information to county administrators, county school boards, and other educators for decision and policy-making purposes.

F. To create an awareness of various patterns for staff utilization through development and evaluation.

G. To provide necessary data to assist the Legislature, and other responsible agencies in considering legislation related to future staff utilization patterns.

H. To review, through positive action, the role of the State Department of Education in providing a system for more efficient utilization of staff to serve the elementary and secondary instructional programs.

I. To fulfill concomitant obligations as expressed in the State Department of Education Philosophy where the emphasis is on broad leadership roles in improving instruction for boys and girls. (Appendix B.)

IV. MAJOR OBJECTIVES OF THE FLEXIBLE STAFF ORGANIZATION FEASIBILITY STUDY

In general, the purpose of the Flexible Staff Organization feasibility study is to explore and to identify better methods of staff utilization which will not only lead to improvement in the total teaching-learning process but also will contribute significantly to the growth of education as a profession.

The concept of differentiated staffing is seen as a possible way to achieve this objective.

More specific objectives of the study include:

---To attract and hold talented teaching personnel in the profession by providing the opportunity for competent teachers to achieve professional status and compensation commensurate with their skills, experiences, and responsibilities.

---To alter the curricular program and staffing patterns to fit student needs and abilities by identifying student performance criteria.

---To support an individualized instructional program by identifying specific teaching tasks. (The grouping of these tasks will result in the identification of teacher performance criteria and in the facilitation of the evaluation of instructional programs.)

---To identify criteria for pre and in-service training programs for all personnel involved in flexible staff patterns.

---To provide criteria for utilization of time and operational flexibility (e.g., modular scheduling) which will result in better applications of alternative instructional plans.

---To provide instructional support systems which would utilize both human (specialist and auxiliary) and non-human (medium and material) resources.

---To identify, train, and utilize personnel from all available sources to serve in a variety of ways in the process of education.

V. POSITION OF THE STATE DEPARTMENT OF EDUCATION ON FLEXIBLE STAFF ORGANIZATION

The State Department of Education views differentiated staffing in the context of flexible staff utilization as an innovative process; however, for the purpose of determining better patterns of staff utilization, it must also be defined in broad terms as a facilitator of other innovations or as a framework for planned change. Flexible staff organization should be clearly related to the instructional program and be based upon three major variables:

---assessed needs of students, teachers and the community

---involvement of all personnel

---established educational goals

Based on review of current planning and operational models of differentiated staffing programs, a school system that is contemplating a pilot effort would do well to consider the following elements:

A. Levels of instructional responsibility which would identify and respond to specific performance objectives for instructional personnel.

B. Compensation for services which would be commensurate with levels of instructional and organizational responsibilities.

C. Individualized instructional programs which would reflect the individual needs of particular students.

D. Time flexibility facilitated by flexible scheduling which will result in better application of instructional options.

E. Instructional support systems which would provide both human (auxiliary) and non-human (media and materials) resources.

F. Instructional personnel involvement in the decision-making process when relevant to their instructional responsibilities.

G. Flexible use of physical facilities which would allow for necessary variations in instructional programs.

It appears that the above listed elements could serve as initial, and perhaps minimum operational guidelines for establishing a flexible staff utilization plan; however, caution should be used in determining these elements prior to conducting a valid needs assessment and problem analysis, and considering a student performance criteria.

The crux of the differentiated staffing concept, regardless of the elements in any proposed staff pattern, is a fundamental change in the way we perceive the professional teacher, his designated responsibilities, image, and status within the educational structure. Differentiated staffing, then, is a concept which would significantly alter the role of the student, the teacher, the supervisor and the administrator in the traditional organizational structure of public education.

Again, reviews of current operational models as well as a number of the position papers available indicate that the creation of a differentiated teaching staff is not feasible without an accompanying change in the organizational structure. It is one thing to create new roles; it is quite another to have the organizational flexibility necessary to make the new roles effective.

VI. PLANNING STAGES FOR FLEXIBLE STAFF ORGANIZATION FEASIBILITY STUDY

To organize systematically and plan for the implementation of the Flexible Staff Organization Feasibility Study, the State Commissioner of Education assigned the responsibility for the development of an "in-house" (State Department of Education) master plan to the Division of Curriculum and Instruction. The Division, in cooperation with a steering committee composed of State Department of Education personnel, developed a plan which reflects both short-range (6 months) and long-range plans and comprises four primary purposes:

A. To formalize more effectively the State Department of Education's course of action in meeting the requirements as specified in Senate Bill No. 70-X (68). Chapter 68-13, Laws of Florida.

B. To provide the Commissioner of Education with a vehicle which can be used to communicate to the 1969 Legislature the State Department of Education's Flexible Staff Organization project plans, as well as the progress that has been made in implementing these plans.

C. To provide the State Department of Education Steering Committee (designated by SDE Planning Council) and the study coordinator with an orderly plan of involvement and the dissemination of definitive information.

D. To provide the Flexible Staff Organization program coordinator with a vehicle that can be used to (1) organize the efforts of the entire State Department of Education staff toward the project, and (2) communicate with the State Department of Education staff, the plans for, and progress of the project.

VII. ORGANIZATIONAL STRUCTURE FOR THE FLORIDA FLEXIBLE STAFF ORGANIZATION STUDY

The organizational chart included in the appendices of this document reflects in general terms the organizational responsibilities of the various functions to be included in Florida's Flexible Staff Organization Study Network. The organizational chart encompasses all of the various components which have gone into the planning stages for the feasibility study through the implementation of the pilot center projects. (Appendix C)

The primary responsibility for this study lies with the Division of Curriculum and Instruction of the State Department of Education which has appointed a Flexible Staff Organization Study Coordinator. It is the responsibility of the Coordinator to direct the planning and coordination of all efforts in this area. One of the first steps will be the establishment of an Advisory and Evaluative Committee, comprising personnel not employed by the State Department of Education. The primary function of the committee will be to act as a sounding board for the work of the five major components of this system. These five components are:

A. Planning and Development Component
B. Research and Evaluation Component
C. Information-Dissemination Component
D. Educational Training Component
E. Operation and Support Component

} Operational Components

The Planning and Development Component, under the direction of the Flexible Staff Organization Study Coordinator, will assume major responsibility for the coordination of the in-house short-range and long-range plans for the implementation of the feasibility study. This is a composite unit that holds responsibility for network coordination, and is made up of representatives from the four "state level" operational components. Each of the

components is described in some detail in subsequent sections of this report. The systematic and efficient functioning of each of these components is necessary to the operation of the pilot centers at local schools.

Selection of Pilot Centers

All county school systems in the State of Florida will be invited to submit an application to the Commissioner of Education requesting participation in the Flexible Staff Organization Feasibility Study. This application, in general, should indicate a local educational system rationale for having a flexible staff organization and the extent of commitment of their participation, e.g., process approach to model development, personnel, financial support and evaluative design.

General criteria for selection will be:

---Geographic representation, e.g., rural, urban, rural-urban and north, south, west, and central Florida, if possible.

---Extent of commitment to the feasibility study as a research and development activity.

---Willingness to involve educational personnel at all levels.

---Consideration of both elementary and secondary centers.

---Evidence of a readiness program for change.

The pilot center applications will be reviewed by a screening committee composed of members of the State Department of Education Flexible Staff Organization Steering Committee, college of education representative, and others if necessary

The screening committee will make recommendations to the State Commissioner of Education for final selections. It is recommended that a minimum of five school systems (counties) be selected to participate in this network.

Scope of Local Pilot Projects

The pilot centers are not intended to encompass an entire county system, nor necessarily an entire school within a given system. For example, one application might be submitted to develop and implement a control center dealing with the lower primary level of a given elementary school, whereas, another center might deal with upper secondary levels in a given high school.

In all cases, each selected system will be expected to designate, in accordance with the evaluation design, a traditionally organized school within its boundaries to act as a base for the collection of comparative data. Simply stated, it is the intent to evaluate differences in teacher performance and student learning in the pilot center as compared with the traditionally organized center. This will be the modus operandi in each of the five systems designated as pilot centers. It is also desirable, if not imperative that an analysis of the existing administrative functions within these systems be conducted in conjunction with this study.

Additionally, while data are being collected from the control centers, independent projects (those conducted strictly under the supervision of the counties in which they are located) will be monitored. Examples of such independent projects would be Tampa Model Cities Education Project, Migrant Education Innovative Programs, EPDA B-2 Activities, and Special Education and Pupil Personnel Services activities in flexible staff utilization.

The information provided by both pilot centers and independent projects, but primarily by the control centers, should furnish the data needed to make projections and plans for the future revision, extension or elimination of the concept of differentiated staffing in the State of Florida. Steps taken to implement and operate diverse pilot centers may provide an indication of conflicts in state regulations, e.g., certification, tenure laws,

and minimum foundation program, which may call for a review of specific regulations to facilitate better utilization of education personnel by the State Department of Education.

Operation, Coordination and Finance of Pilot Centers

The responsibility for the operation of the pilot centers will be retained by the local education agency. At the local level, pilot activities shall be administered and supervised by the superintendent of schools with the concurrence of his board of education, and must be in keeping with the purposes of the feasibility study. All negotiations concerning the activities of the pilot centers shall be between the State Commissioner of Education and the county superintendent of schools.

The Florida State Department of Education will not directly administer any of the programs in the public schools. However, for the purpose of the Flexible Staff Organization feasibility study, the Department and participating agencies will assume a strong leadership responsibility in coordinating the related research and development activities. It is by performing a coordinating role that the Department will be in a position to mobilize total use of both the human and financial resources that are available.

The funding responsibility for the Flexible Staff Organization feasibility study lies primarily with the Florida State Legislature. However, local initiative by committing portions of staff development funds allocated under the Education Improvement Expense program is encouraged. Due to the interest and potential impact of the effort upon national educational programs, supplementary project grants will be requested from both the private and public sectors, e.g., U.S.O.E. (EPDA) and various private foundations.

VIII. THE SHORT AND LONG-RANGE PLAN

During the few months in which the Division of Curriculum and Instruction has been actively involved in fulfilling the mandate, the activities have centered around a short-range plan of action which is reflected in three broad areas, each of which is reflected in the more comprehensive Master Plan.

These three areas are:

A. the creation of an awareness of the rationale upon which the flexible staff organization study is based.

B. the involvement of Florida educators.

C. the development of long-range plans for the design, operation and evaluation of various models of flexible staff organization.

The Master Plan was constructed around eight subsystems, each of which falls under one of the four larger components. The eight subsystems document activities which have taken place through February 1, 1969, and project of activities for an extended period of time. The projected times vary from subsystem to subsystem, and some will necessarily have to be revised, as they are dependent upon funding and action taken by the Florida Legislature and the State Department of Education.

Accompanying this narrative is a list of all events for the eight subsystems and their respective beginning and target dates. Included is a schematic plan which shows the interrelationships among the various subsystems. Each of the events in this addendum has a detailed description included in a Master Plan Event Book. This book and the original event chart are located in the Study Coordinator's office in the Knott Building. (Appendix D)

In order that this Master Plan and its related subsystems may be studied

within the total perspective of the Network, these related subsystems are arranged within appropriate components for organizational and operational purposes. It should be recognized that the titles and placement of the eight subsystems are arbitrary, and that they reflect the general consensus of those who assisted in the development of the master plan. It should also be understood that many of the events listed in one subsystem are interrelated and may be dependent upon events in other systems.

IX. GENERAL FUNCTIONS OF NETWORK COMPONENTS

The following is a rationale and description of each subsystem and its organizational components. The four units described below are "state level" operational components. The Planning and Development component was described earlier in this report as an overriding unit that held the responsibility for network coordination: (Appendix E)

A. RESEARCH AND EVALUATION COMPONENT

The purpose of the Research and Evaluation Component is to provide a framework for developing a program that will result in comprehensive factual data for decisions concerning the future of flexible staff organization. It was strongly felt by the members of the SDE Steering Committee that the Research and Evaluation Component should be a separate subsystem to indicate its importance to the entire system and in order to achieve the overall objectives of the Feasibility Study. The Florida State Department of Education Division of Research will assume coordinating responsibility for the component.

Subsystem: Research and Evaluation

The rationale for the R & E subsystem is derived from the necessity for thoughtful planning, development, and implementation of the DS model.

Since the obvious purpose of a new model is to improve upon the current model in some way, the R & E subsystem must be sensitive to the inputs which will identify changes along the desired dimensions of the model. This sensitivity must apply to negative as well as positive changes.

The role of the R & E subsystem begins with the actual conceptualization of the model. The model should be developed so that the objectives

can be assessed and evaluated directly and efficiently. Provision must be made for feedback as the planning and development proceeds, so that necessary changes may be made prior to implementation.

While the importance of the R & E subsystem to planning and development cannot be minimized, its role is most directly related to the implementation of the plan. When a theoretically defensible plan has been subjected to a critique by knowledgeable experts, and needed changes have been made in the plan so that it may be effectively implemented, the R & E subsystem becomes involved in formative evaluation. Formative evaluation is concerned with the extent to which the plan as written is put into effect. It involves the documentation of the opinions of these persons affected by the plan, an assessment of benefits derived from the plan, and the recommendation of changes in the plan as it unfolds. This phase of the evaluation allows modification of the plan in process so that unforseen problems and hindrances can be solved.

Summative evaluation is the final phase of the evaluation cycle. This is the phase in which the "product" of the plan is evaluated. It includes statements, supported by factual data, that the objectives of the plan were (or were not) achieved at the pre-specified criterion levels. This phase of the evaluation is intended to show the extent to which the new model is superior to the old model. It involves analysis and interpretation of data collected on the model during its operation--data on students, teachers, aides, organization, and curriculum. The conclusions reached in this phase of the evaluation allow decisions to be made about continuing the model's operation as is, modifying the model, or discontinuing it. When these decisions are made, the evaluation process begins again.

It is anticipated that members of a participating (research) agency

will be contracted to assist in the development of an overall evaluation plan; to formulate procedures; to assist in preparing necessary instruments; to conduct evaluation; and to cooperate in preparing preliminary and final evaluation reports.

Provision is made for the development of a research design, a uniform reporting system, data collection, data analysis and documentation of the findings during the planning and implementation period of the control center studies. It is further emphasized that contracts be made with select universities and with the SDE Division of Research for the procurement of support staff to assist in the conducting of this research and evaluation.

B. INFORMATION-DISSEMINATION COMPONENT

In a plan of this magnitude, open communication channels are of paramount importance to provide information to the component members of the network (the five pilot centers), feedback to the central organizational agency (the State Department of Education), and progress reports to such agencies as the Legislature; U.S.O.E., etc. Formal preparation and distribution of news releases and dissemination of similar reports and information to the news media is the responsibility of the Office of Public Information. The Public Information office of the State Department of Education in cooperation with the Study Coordinator will assume the responsibility of being a "clearinghouse" for information and dissemination activities under this component.

Subsystem: Progress Reports

The State Department of Education will disseminate information in the form of both interim progress reports and final reports. Progress reports will be summaritive in nature and will reflect recommendations for continuing

feasibility study activities. General events for this subsystem are stated in the systematic plan event analysis book.

Subsystem: Outside Resources

One of the objectives of the short-range plan is to create an awareness of the concept of differentiated staffing. This subsystem is primarily documentary in nature and indicates the use of outside consultants to assist members of the State Department of Education staff in planning the Flexible Staff Organization Feasibility Study. It also indicates presentation by consultants to such groups as the deans of the state university colleges of education, the state supervisors, and the county superintendents, teacher groups, etc.

Subsystem: Public Information---Printed Material

This subsystem documents the steps taken by the State Department of Education staff to inform both lay and professional individuals and groups of the concept of flexible staff organization. This is felt to be a necessary series of events in order that the public will be both informed and involved. These events include the preparation and publications of articles, news releases, editorials, memoranda, and position papers which have received wide circulation through the State and Nation. (Materials currently being distributed are available in the Study Coordinator's Office.)

Subsystem: Public Information---Oral Presentations

This subsystem, too, is primarily documentary in nature and lists the various activities (speeches, panels, etc.) undertaken by personnel of the State Department of Education in an attempt to inform and interact with various professional and lay groups about the flexible staff organization feasibility study and the concept of differentiated staffing.

C. EDUCATIONAL TRAINING COMPONENT

It is generally recognized that the necessity for a thorough staff development program is of utmost importance in any pilot effort dealing with the exploration of innovative staff utilization patterns.

In general, the role of the State Department of Education in providing for the pre-service and in-service training of personnel participating in differentiated staff pilot programs is limited to:

--- asking questions which will lead to the identification of the training problems which need to be solved

--- assisting in the identification of resources for solving those problems

--- participating in the evaluation of the solutions

--- assisting in the dissemination of information relating to the training programs. The responsibility for instituting and carrying out the training programs will rest jointly with teacher education institutions, local school systems, and professional organizations.

In its question-asking role, the State Department of Education should seek answers to the following:

--- What, specifically, are personnel in each differentiated staff category expected to know, do, or feel?

--- How can one tell when personnel in each differentiated staff category possess the desired knowledge, skills, or attitudes?

--- What are the most effective procedures for fostering the development of the desired knowledge, skills, and attitudes in personnel within each differentiated staff category?

--- What are the most effective and efficient ways for organizing training programs to meet the needs of personnel in each of the different differentiated staff categories?

It is recommended that the Florida State Department of Education, Division of Teacher Education, Certification and Accreditation will assume coordinating responsibility for this component. It is important that the

section within this Division with related responsibilities should work closely with pilot centers in developing and initiating continuous in-service training programs.

Subsystem: University Involvement

If the teacher-training institutions of the State of Florida are to be involved, and if they are to become cognizant of the need for a re-evaluation of their teacher-trining programs, it is felt by the Planning and Consultant Team that the teacher training institutions should be intricately involved in the implementation of the feasibility study. Their assistance is deemed mandatory in terms of teacher-training programs and desirable in terms of conducting in-service programs for the personnel involved in the pilot center models. It is proposed that this component would be responsible for the coordination of training and re-training of personnel (teachers and administrators) and should function within the structure of the existing Teacher Education Section of the State Department of Education.

D. OPERATION AND SUPPORT COMPONENT

This particular component is the heart of the total program, and all of the subsystems have a definite interrelationship to the operation and support component. This component provides the perceived requisite events or activities necessary for the preparation and implementation of the pilot models.

Subsystem: Control Schools (Local Pilot Centers) and Independent Projects

This subsystem represents the many events that are necessary for systematically designing, conducting, and evaluating diverse "pilot" models of flexible staff organization which will provide definitive information. Many of the events listed in this subsystem are interrelated or dependent upon events in other subsystems. However, the focus of the entire proposed

project is on the development and evaluation of various patterns of flexible staff utilization.

The "network" organizational structure identifies the operation of five diverse or representative models which reflects local needs. These models of flexible staff utilization would be developed in cooperation with the State Department of Education and university personnel.

To facilitate the proposed operation of a network structure, including the "state coordination level" and the "local operation level," a budget was developed which includes the request for:

1. Personnel
2. Expenses
3. Capital Outlay
4. Consultative Services

The budget and rationale for the funding request are included in the Financial Plan. In order to implement a proposal of this magnitude and complexity it will be necessary to design specific responsibilities, e.g., developing evaluation designs, conducting needs assessments, performing the various analyses that are described in the following description of the "process approach" to model development. (Appendix F)

The concept of differentiated staffing viewed as a process and not a product, necessitates the consideration of a systematic process approach to model development. After considerable study, and thought an "operational level" flow chart which identifies four general areas for consideration in the process approach to developing pilot models has been constructed. These four areas are:

---Problem Validation
---Performance Criteria - Education System Design
---Requirements for Valid Systematic Change
---Implementation

The proposed approach takes into account many variables that should be reviewed as operational models are developed.

The systematic approach to development of models include many forms of analyses. To attempt to be more specific than the four general areas listed, we must discuss briefly the important steps necessary for the successful approach to model development. Problem analysis, Functional analysis, and Task analysis are the processes by which we can identify and document those program functions and teaching tasks which must be performed in order to insure some degree of success of the instructional program objectives, thus improving the effectiveness of the instructional program.

Problem validation is important in that many recent developments in education have resulted from arbitrary decisions and have not been based on the needs of students, teachers, or the community. It is through a comprehensive problem analysis that we can identify the type of educational system needed. The results will be the setting of instructional program objectives which will identify the student performance criteria.

The student performance criteria or objectives must be the basis for the development of not only the instructional program or objectives, but also the instructional support program. Once these two programs have been identified, the facilitating variables, e.g., scheduling, materials, and equipment should be considered. The instructional program when analyzed functionally will determine what jobs must be done to accomplish the instructional objectives.

Performing the functional analysis, which is part of the process, will enable us to identify a higher order of activities in a systematic and logical manner. The product of the functional analysis is the total array

of functions and sub-functions down to the lowest level of relevancy. The results will be the WHAT'S function that must be performed in order to accomplish the instructional objectives, consistent with the student performance criteria. These functions should be in the order in which they must be performed. This will also show the relationships with other functions.

After functions have been identified, further analysis derives units of performance which are called tasks. Tasks are elements of a function, when performed by instructional personnel in logical sequence will fulfill the related function or activity. For each function required to be performed in the instructional and instructional-support programs there are associated teaching tasks which must be completed.

Task analysis provides, then, the teaching performance criteria to be accomplished in order that the function from which they are derived may be achieved successfully. Teaching tasks may be performed by people, equipment, or people-equipment combinations. Specific information relative to the performance of teaching tasks will provide criteria for its completion.

It is appropriate to "lay-out" the various teaching tasks or jobs to be completed. This will result in the staff utilization pattern, which indicates the levels of staff responsibility. Thus the results would be a staffing model.

It is the formal identification of the teaching performance criteria that provide a valid base for teacher performance evaluation. The evaluation or assessment of teaching performances, based on designated tasks, coupled with the actual cost of the program provides an opportunity to assess the cost effectiveness of the instructional program.

The accelerated development of many new educational programs has created a collection of generalizations, concepts, and methods that represent many conflicts, because many of these new conditions and new assumptions are introduced without considering the changes in the older education structure. This is a prevailing situation that faces educators today. The question may be, CAN THESE NEW STAFFING PATTERNS BE IMPOSED ON THE EXISTING ORGANIZATIONAL STRUCTURE?

There are a few probing efforts in some of Florida's schools at the present time which represent the identification of a group of senior teachers with slightly more responsibilities and pay, and in other schools supportive help for teachers has been increased. These projects or models do not fundamentally challenge the status quo, nor do they represent the concept of differentiated staffing as it could conceivably re-define the educational structure.

Subsystem: Funding and Staffing

In devising the Master Plan, it has become increasingly evident that additional funds and staff will be required to implement the Feasibility Study. This has already been noted with respect to the conducting of research and evaluation and model development. The funding and staffing subsystem outlines the perceived required activities to adequately support the plan and makes provision for the investigation of various sources for funding and for additional staff procurement.

The commitment to and the financial support for the implementation of the flexible staff organization feasibility study rests primarily with the Florida State Legislature, However, the Department of Education has made and will continue to make every effort to secure both commitment and financial support from outside sources. It is stated in the Financial Plan,

"that it would be better to fail because the idea was in error, rather than because it was improperly funded.

Funding is of chief importance in the employment of consultants, procurement of release time for local personnel, provision of a necessary instructional support system, (flexible scheduling and auxiliary personnel) and in support of in-service programs for the personnel involved in the pilot centers.

A budget outlining the necessary support of the proposed program for fiscal year 1970 is included in the appendices. (Appendix H). Due to the unprecedented nature of this activity, and the inability to identify the many variables that will be subsequent events, it is difficult to project budgetary needs beyond the first operational component and related subsystem have already been described. Thus, the explanation on staffing will describe briefly the jobs of the personnel requested in the budget for fiscal year 1970.

At the state level, which is identified in the budget request as State Coordination level, it is requested that three additional consultants be employed full-time to assist in the development and operation of three of the four components described in the network system. These three consultants would be assigned to the following components:

A. One to the Research and Evaluation Component, with the responsibility of coordinating and developing the evaluation program for the five proposed local projects.

B. The second consultant would be assigned to the Educational Training Component with responsibility for providing direction and assistance in identifying and conducting the in-service training program as related to the model development. This consultant would also cooperate with teacher training institutions in identifying their changing role.

C. The third consultant would be assigned to the Operation and Support Component with major responsibility for model development and smooth implementation at the local level.

The other item included in the personnel budget is related to the developments in the State Department of Education and University Internship Program. The rationale for this proposed program is that the Department is constantly seeking new and well-qualified personnel who can assume immediate responsibility for operational programs. The proposed internship program would provide on the job training during the period of formal preparation at the graduate level. It is intended that these interns would be assigned to the full-time personnel who are part of the Flexible Staff Organization feasibility study.

X. PROPOSED FEASIBILITY STUDY MINIMUM TIME TABLE

The proposed minimum time table is based on a realistic look at the magnitude of the proposed feasibility study. There are those who would recommend that we differentiate instructional personnel immediately. Others would support an unscheduled time approach. But to recognize the potential of the concept of differentiated staffing is to recognize the necessity for not tinkering with the status quo, but to take a serious look at re-defining the public school organizational structure as it relates to the total instructional program.

The schedule suggested below must be viewed as a minimum planning, implementing and operational schedule. For the purpose of delineating the scope of the proposed study, the time table has been divided into six phases on an arbitrary basis. (Appendix G). The time schedule is as follows:

A. Planning Phase - February 1969-June 1969

1. Finalize process approach to model development
2. Review legislative commitment (1969 Session)
3. Final critique of long-range master plan

B. Program and Functional Analysis Phase*- July 1969-September 1969

1. Prepare and implement statewide readiness program
2. Identify and involve the planning staff for pilot centers
3. Begin first steps of problem validation and tasks analysis

C. Development and Staging Phase* - October 1969-August 1970

1. Identify personnel needed (Job Descriptions)
2. Develop training program
3. Implement training program for pilot implementation

D. Implementation of Pilot - First Academic Year - September 1969-August 1971

1. Implementation of the pilot model at pilot center school
2. Conduct formative evaluation of differentiated staff model
3. Initiation of continuum in-service training and curricula development programs
4. Conduct summative evaluation
5. Provide interim progress report (Dissemination)

E. Model Modification Phase - Second Academic Year - September 1971-August 1972

1. Review staff utilization model
2. Continue formative evaluation
3. Evaluate and modify in-service training and curricula development program
4. Identify implication for pre-service training needs
5. Provide interim progress report (Dissemination)

F. Model Evaluation Phase - Third Academic Year - September 1972-August 1973

1. Continuation of pilot program making necessary revisions based on summative evaluation
2. Continue formative evaluation
3. Evaluate and modify in-service training and curricula development program
4. Validate implications for pre-service training needs
5. Conduct three year summative evaluation**

G. Subsequent Phase - Academic Years 1973-1976.

*The Program and Functional Analysis, and the Development and Staging Phases are incorporated into a proposed Readiness Training Program that has been prepared to permit the scope of development necessary to successfully implement a network of diverse model projects. (Appendix J)

**During the month of August of the third year of pilot operations which is felt to be the minimum time allotment for the development and evaluation efforts, a thorough review of the flexible staff organization feasibility study should be conducted. At that time a recommendation for continued study, or statewide implementation of a state supported flexible staff organization program will be considered.

XI. FINANCIAL PLAN

The financial plan for any educational activity reflects the major purposes for its endeavor. Costing of a proposed program and establishing a budget is a key planning facet which converts ideas into dollars and allows planners to talk in terms of tangibles. This financial plan reflects the overall purpose of the Flexible Staff Organization feasibility study as described in the legislative mandate.

Initial costs of the plan will be fairly expensive, since the efforts of the feasibility study are aimed at establishing a prototype for a statewide program of flexible staff utilization. It is imperative that adequate funding be made available due to the nature of this effort. It would be better to fail because the idea was in error, rather than because it was improperly funded.

One of the major variables of a financial plan is the transition costs which will occur when moving from one staffing pattern to another. As a staff utilization pattern emerges and staffing ratios are determined by function analysis during the model development stages, a transitional cost projection can be determined prior to pilot model implementation. However, for the purpose of projecting a biennium cost (1969-71) for legislative consideration, a percentage figure was used. It must be understood that the second year of the biennium cost projection is based entirely upon assumptions about the cost of implementing an unknown "model" organizational structure.

The acceptance of a financial plan should include an understanding and consideration of the major costs involved in switching staff utilization patterns. The requested budget reflects the position of the State Department of Education; namely that determining better patterns of staff

utilization is part of a framework for planned, systematic change, rather than an isolated effort which has little chance of success because it was not related to the total educational program. In light of this position, the concept of differentiated staffing as an innovative process is more than a staffing arrangement. It is a comprehensive reorganization of the educational structure, and subsequently a vehicle for the improvement of teaching-learning process in the public schools.

Budget Request

The biennium budget request for the first two years of the feasibility study is arranged according to a predetermined division of responsibilities for the planning, development and operations of activities at both the state and local levels. (Appendix H). These divisions are identified in the budget request as:

State Coordination Level; and
Local Operation Level.

The biennium budget request for the State Coordination Level includes request for funds to effectively operate the four organizational components outlined in Chapter VII, and subsequently in Chapter VIII of this Report. The budget includes the following major items:

1. Personnel
2. Expenses
3. Operating Capital Outlay
4. Consultant Services
5. Indirect Cost

The biennium budget request for the Local Operation Level includes request for funds to effectively operate pilot control centers during the first three phases as outlined in the Flexible Staff Organization feasibility study minimum time table. The budget includes the following major items:

1. Personnel
2. Expenses
3. Other Direct Cost
4. Indirect Cost

An itemized budget request is included in the appendices of this report.

It is anticipated that additional funds will be required for continuation of the overall feasibility study beyond fiscal year 1971, and it must be noted that it is imperative that a commitment be made by the State Legislature to continue the study for at least a minimum of three years, and hopefully five years to assure achievement of the objectives set forth in this plan. If a commitment to this intent is not made, it would seriously negate the progress made in this study to date, or similar activities to follow.

However, due to the nature of this activity, which may become a prototype for a statewide program of flexible staff utilization, and the fact that empirical evidence gained during the initial phase of the study may suggest change in the long range course of action, a budget request of fiscal years 1972, 1973 and 1974 is not included in this report. This procedure will not only facilitate a re-assessment of the objectives, but would provide adequate flexibility to allow departmental and legislative review on an annual basis.

Current Expenditures

The Florida State Department of Education financial contributions to the planning of a long range master plan for the development and implementation of a Flexible Staff Organization Feasibility Study which will result in the designing, conducting and evaluating of pilot projects have been:

(Fiscal Year 1969)

A. Expenditures (SB 70-X) salaries, travel, communications, supplies, printing, operating capital outlay, other personnel services (FY-1969)		$25,000
B. Contracted Services -- Educational and planning consultants	Approx.	5,000
C. Conference sponsorship (DS Seminar and Deans Conference)		6,000
	TOTAL	$36,000

Statement of Proposed Expenditures

It is proposed that the local educational agency financial contributions to the planning and implementation of a pilot center will be:

A. Major involvement and commitment of local agency in-service education programs to include personnel (salaries of instructors, consultants and present teaching staff), supplies and materials. (Min. Estimate Only)	$50,000
B. Major involvement and commitment of local agency in-service education program funds, i.e., EIE, EPDA B-2, (Staff development activities, such as, interpersonal relations workshop for pilot project staff) (Min. Estimate Only)	$30,000
C. Provision of instructional materials development and reproduction costs directly attributable to and necessary for the implementation and operation of the pilot project (Min. Estimate Only)	$10,000
TOTAL	$90,000

Based on a review of the long range budgetary projections of models currently being tested in Temple City, California; Kansas City, Missouri; and Beaverton, Oregon, to begin the operational phase of Florida's proposed pilot models during school year 1970-71 (second half of biennium) which will lead to full implementation of a flexible staff model. It will be necessary to supplement a local pilot center by approximately 20%-25% increase in their operational budget. The initial years of pilot implementation, the transitional period, will represent the costliest period

from the funding point of view. Any additional appropriations awarded to local pilot projects will be supplementary to their normal operating budget.

XII. CONCLUSIONS

Action to improve the teaching-learning process and thus the total educational program for Florida students must be rooted in a new conceptualization of the existing staff utilization patterns. To neglect the "method" for achieving teacher performance requirements and the "means" or vehicle by which a strategy for staff utilization can be developed will result in further obsolescence of the traditional school organization. This statement, echoed by many, is meant to challenge the thinking of all educators about the educational programs in our schools today which are based upon outdated assumptions about the use of personnel and time.

The current staff utilization program is singled out for study by the Florida Legislature because of the concern about the organization pattern by which teachers' time and talents are distributed in terms of cost and effectiveness. The realization that this situation is one of the most vexing problems facing education today leads many to believe that new and relevant staffing programs must be designed and tested.

Numerous problems have been identified during the development of a plan for implementing the flexible staff organization feasibility study. Many concerns have been expressed by educators and lay people, and sometimes these were unfounded reactions. It is believed, however, that the proposed long range feasibility study is acceptable as a reasonable approach for improving the teaching process.

The very fact that Florida legislators and educators are aware of a growing need to analyze our educational problems, and are willing to review an organizational alternative, has brought a growing recognition of Florida as a state that may establish a prototype for flexible staff

utilization. A leadership position cannot be taken lightly; it implies the acceptance of responsibility, not only to the state school system but also to the school systems of the nation.

Considering the wide range of concerns, the circumstances which individuals as well as groups must face, and the scope of the proposed feasibility study, the necessity for a renewed commitment to improving the educational program becomes readily apparent.

Therefore, it is recommended that this report be reviewed carefully, and that a bill to be entitled -- an act relating to education; providing an appropriation to implement section 229.521 (30), Florida Statutes; requiring the state commissioner of education to submit a report to the legislature; providing for cooperation with other agencies, providing for waiver of laws and regulations by the state board of education and district school boards; providing an effective date be introduced to the State Legislature.

WHEREAS, the state legislature in the 1968 Special Education Session directed, "the state commissioner of education in cooperation with selected county boards of public instruction shall develop and operate model projects of flexible staff organization in selected elementary and secondary schools based on differentiated levels of responsibility and compensation for services performed. Each project shall be designed, conducted, and evaluated in a manner which will provide definitive information which shall be furnished to each county board of public instruction in the state," (229.521 (30) Florida Statutes) and

WHEREAS, the legislative mandate is intended to develop and evaluate various organizational patterns to utilize more efficiently the time and talents of Florida's educational personnel which, in turn, may lead to

increased effectiveness of the instructional program in meeting the educational needs of Florida students, and

WHEREAS, the state commissioner of education has developed a long-range plan for implementation of Section 229.521 (30) Florida Statutes.

The plan shall be for a minimum of three years of operation beginning July 1, 1969. However, in view of maximum time limits, the process of development must be viewed as a non-programmatic activity. Since development builds on other research and development and is crucial to any state's attempt to improve its educational capability, a termination date should not be arbitrarily established until the three year minimum time allotment has been completed.

WHEREAS, in the event the state commissioner of education is provided evidence satisfactory to him that a state law or state board of education regulation will prohibit the success of the feasibility study pilot efforts considered to be highly significant to education, the state board of education, upon hearing the evidence and justification presented by the commissioner of education, shall have authority to waive the law or regulation to the extent necessary for achieving the purposes of the flexible staff organization feasibility study.

The concept of differentiated staffing, within the context of a flexible staff organization with its:

---focus on the vital goals of improved opportunities for students,

---more effective utilization of professional personnel and,

---greater professional opportunities for teachers,

is one of the most promising innovative designs currently being considered on

the public school scene today. Differentiated staffing as one emerging educational plan which purports to have significant advantages for improving the traditional system of school organization should remain highly exploratory. Dramatic action should be taken without delay to understand more clearly the implications of this concept, before unqualified endorsements are made.

Appendix A

Differentiated Staffing Bibliography

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Appendix B

Florida

State Department of Education

Philosophy

FLORIDA STATE DEPARTMENT OF EDUCATION PHILOSOPHY

LEADERSHIP Recognizing that education contributes to the identification of personal, social, civic and occupational roles of the individual and to the development of competencies necessary in their fulfillment, the State Department of Education shall provide the leadership to stimulate and coordinate the efforts of individuals, agencies, communities and governments, to achieve quality educational programs.

In order to function effectively within this framework, we affirm that:

WORTH, DIGNITY *Every human being has inherent worth and dignity, and is entitled to fulfillment of his potentialities.* Every human being is entitled also to the opportunity to pursue life, liberty, economic security and social well being to the extent of his physical, emotional and mental capacities.

STRENGTH *The maintenance of a free society is dependent upon an educated people.* The strength of such a society lies in the contribution of each individual to its social and economic structure. The worth and dignity of man makes him an important participant in and contributor to our free society.

RESPONSIBILITY *Education is a most important responsibility of State Government.* The education of individuals is a responsibility reserved to the states. Every citizen in the State of Florida must be provided with opportunities in the free public education system to satisfy his educational needs. Such opportunities must be available to all without regard to religion, race, sex, creed, color, or ethnic grouping, or to any physical, mental, emotional, cultural or social disability. Maximum state effort to supply these opportunities must be afforded, but maximum local responsibility must be retained in order to insure that these opportunities are appropriate.

FOR ALL *Learning is a complex and highly individual process.* To provide the greatest opportunity for each individual, the learning environment must be broad and diverse, yet able to provide experiences in depth which will satisfy the educational needs of all.

CHANGE *Educational excellence is contingent upon improvement through purposeful change.* Newer methods, materials and technical support require research, evaluation and, where improvement will result, implementation. While ideas endure, applications change. A changing world demands change in education.

Appendix C

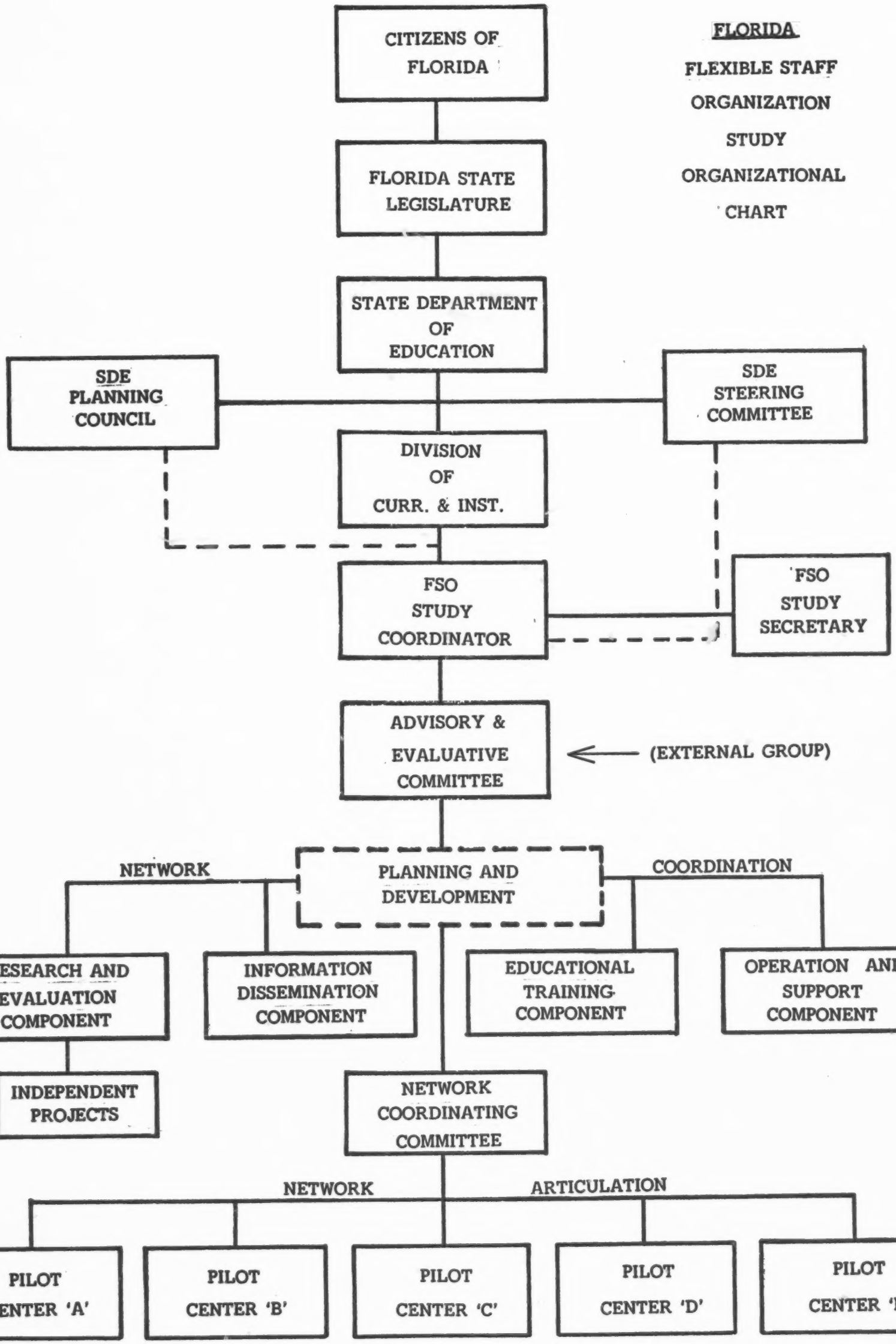
Flexible Staff Organization

Feasibility Study

Organizational Chart

FLORIDA

FLEXIBLE STAFF ORGANIZATION STUDY ORGANIZATIONAL CHART



Appendix E

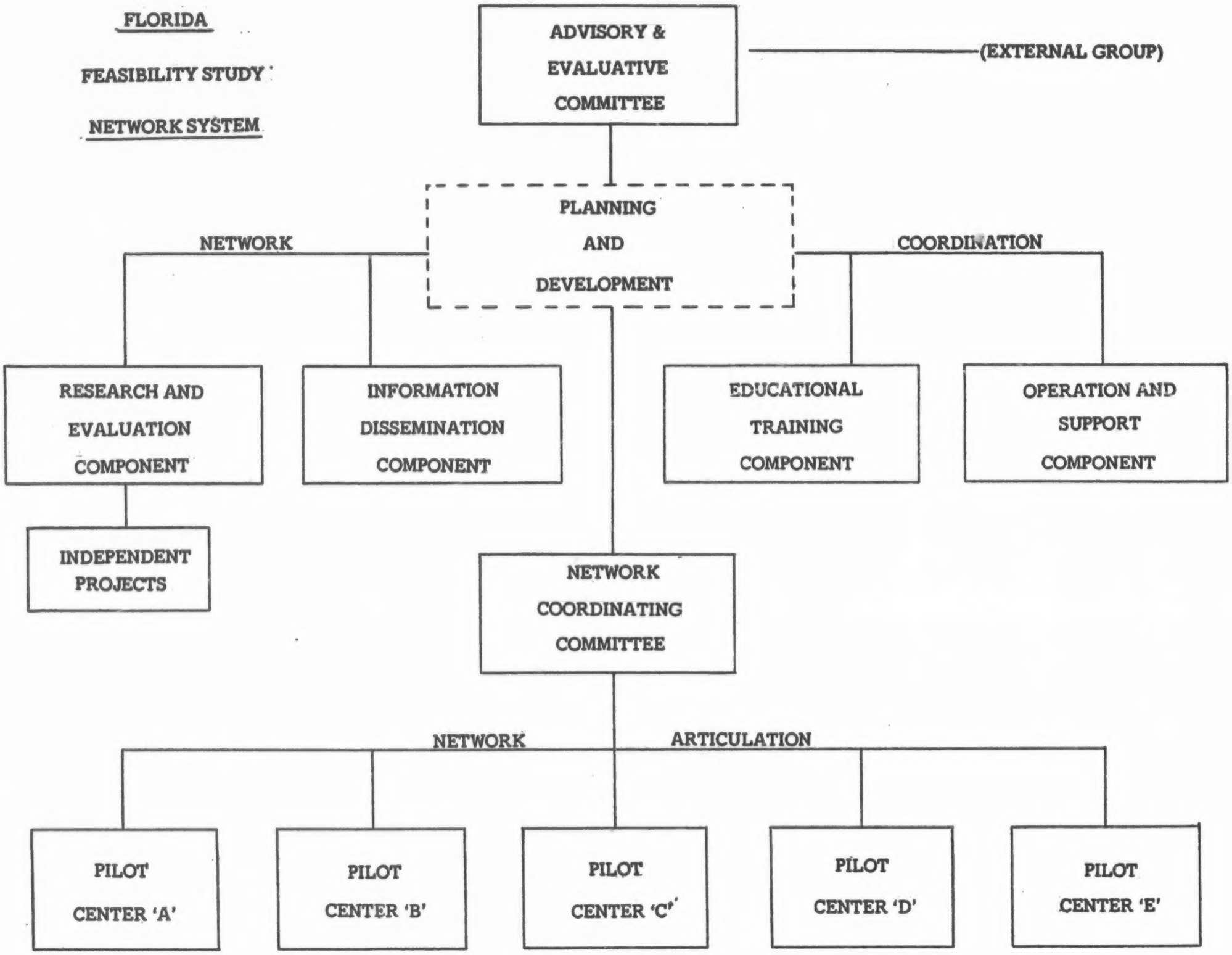
Florida

Feasibility Study Network System

FLORIDA

FEASIBILITY STUDY

NETWORK SYSTEM



Appendix F

Operational Phase Chart

and

Functional

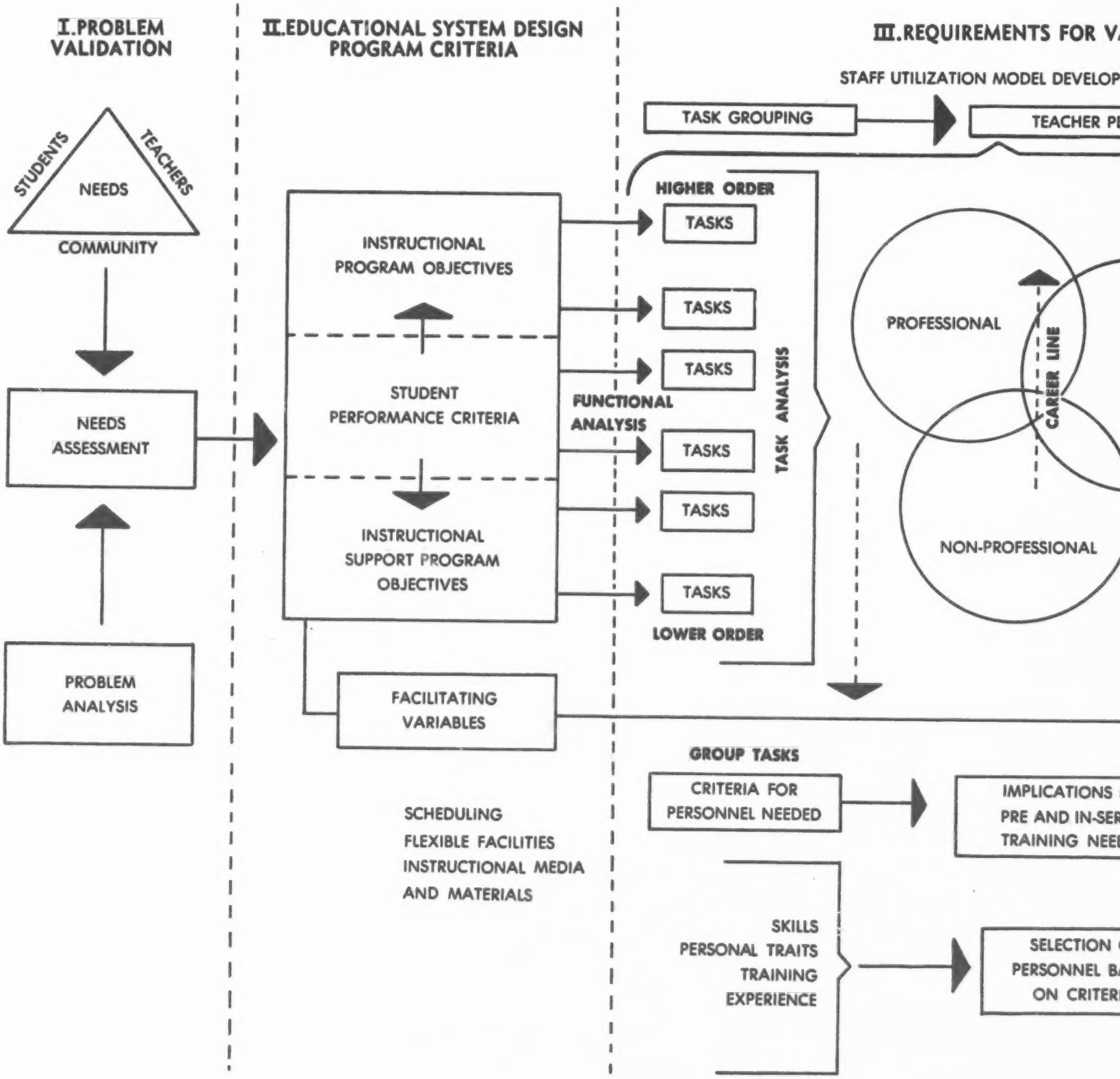
Flow-Chart

Process

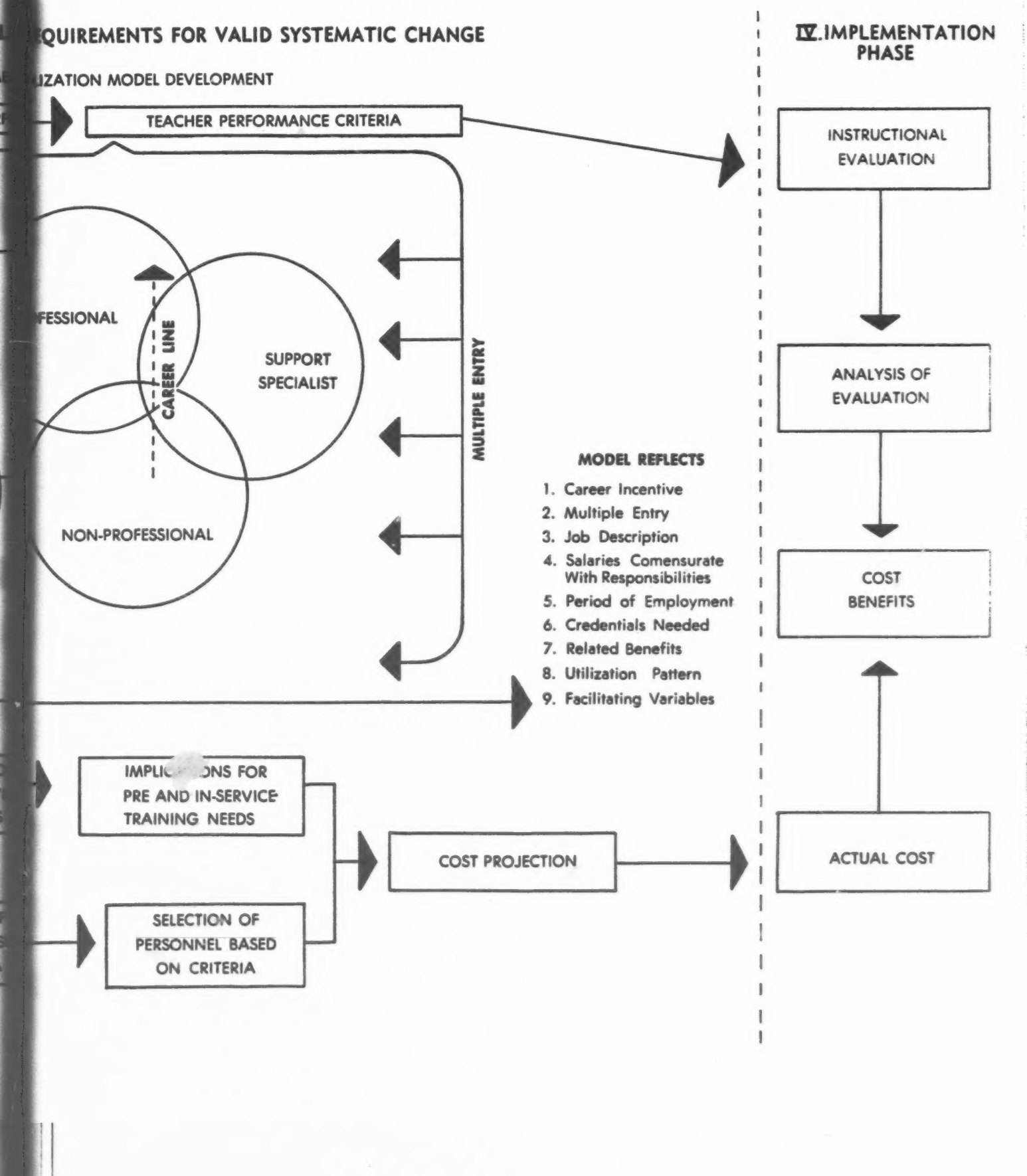
for

Model Development

FLORIDA NETWORK . . . OPERATIONAL LEVEL . . . PROCESS C



L . . . PROCESS CHART FOR MODEL DEVELOPMENT



FLORIDA FSO FEASIBILITY STUDY MINIMUM TIME TABLE

Three Phases	Operational Level	General Description of Events
1. Program and Function Analysis Phase	February 1969-August 1969	1.0 Needs Assessment 1.1 Students 1.2 Teachers 1.3 Community 2.0 Instructional Program for Students 2.1 Learning Experiences 3.0 Student Performance Criteria 3.1 Behavioral Objective 4.0 Functional Analysis 4.1 Identify procedure for providing learning experiences 4.1.1 Student Activities 4.1.2 Teacher Activities
2. Development and Staging Phase	September 1969-August 1970	5.0 Task Analysis (Utilization Model Developed) 5.1 Grouping of Task 5.1.1 Teacher performance criteria 5.1.2 Implementation of personnel needed
	COSTING	6.0 Identify personnel needed (Job Descriptions) 6.1 Skills 6.2 Personal Traits 6.3 Training 6.4 Experience
	COSTING	7.0 Develop Training Program 7.1 In-service 7.2 Pre-service

3. Implementation of Pilots — September 1970-August 1971

8.0 Select personnel based on criteria
- 8.1 Recruitment
- 8.2 Screening
- 8.3 Assignment
- 8.4 Volunteers

9.0 Implement Training Program

10.0 Implement "Pilot" Program

11.0 Evaluate "Pilot" Program
- 11.1 Analyze Evaluative Data
- 11.2 Report Analyzed Data
- 11.3 Re-assess Needs

12.0 Revise Staff Utilization Model
- 12.1 Implement Revisions
- 12.2 Continuing Evaluation
- 12.3 Report Findings

13.0 Review Alternative Course of Action
- 13.1 Continued Study
- 13.2 Partial phase-in to System
- 13.3 Complete phase-in to System
- 13.4 Combination of above
- 13.5 Cessation

Appendix G

Feasibility Study

Minimum Time Table

Feasibility Study Minimum Time Table Chart

Feasibility Study Phases	Academic Year	Fiscal Year	
		July 1, 1968	FY-69
Program and Functional Analysis Phase	February, 1969 (Progress Report - Legislative Session-April)	June 30, 1969	
	August, 1969 September, 1969	July 1, 1969	FY-70
Development and Staging Phase	(Progress Report - Legislative Session-April)	June 30, 1970	
	August, 1970 September, 1970	July 1, 1970	FY-71
Model Implementation Phase	(Progress Report - Legislative Session-April)	June 30, 1971	
	August, 1971 September, 1971	July 1, 1971	FY-72
Model Modification Phase	(Progress Report - Legislative Session-April)	June 30, 1972	
	August, 1972 September, 1972	July 1, 1972	FY-73
Model Evaluation Phase	(Progress Report - Legislative Session-April)	June 30, 1973	
		July 1, 1973	FY-74
Program Review	August, 1973	June 30, 1974	
Subsequent Development		1975	
		1976	
		1977	

Appendix H

State Coordination Level

and

Local Operation Level

Summary of Biennium Appropriation Request

Proposed Budget Fiscal Year 1969-70
STATE COORDINATION LEVEL
July 1, 1969-June 30, 1970

I. Personnel: (Salary)

1. 3 Consultants (full time)	@	$14,000	$42,000
2. 8 Interns (part time)	@	5,000	40,000
3. 4 Secretaries (full time)	@	4,200	16,800
			$98,800

II. Expenses:

1. Travel-3 Consultants	@	$3,000 X 3	$ 9,000
2. Travel-8 Interns	@	400 X 8	3,200
3. Communication (Postage Telephone, Etc.)	@	400 X 3	1,200
4. Retirement/Matching-10% (Personnel)			9,880
5. Printing & Reproductions	@	1,000 X 3	3,000
6. Staff Development (Conference fees, site visitation, etc.)	@	500 X 3	1,500
7. Educational Material	@	200 X 3	600
8. Office Supplies	@	200 X 3	600
9. Repair and Maintenance	@	75 X 3	225
			$29,205

III. Capital Outlay:

Office furniture, educational equipment, books

1. 3 Consultants, (Secretaries)	@	$2,000	$6,000
2. 8 Interns	@	$1,000	8,000
			$14,000

IV. Consultant Services: (OPS) (Staff) (Student Help)

1. Consultants - 80 days	@	$100	$8,000
A. Travel - 30 trips average	@	$200	6,000
2. Staff from Participating Agencies - 10 Staff; 20 days	@	$100	20,000
3. Advisory Board			
A. 6 people; 24 days (2 days)	@	$100	2,400
B. Travel 2 trips each	@	$200 X 12	2,400
			$38,800

V. Indirect Costs (10%) $18,080

TOTAL $198,885

Proposed Budget Fiscal Year 1969-70
LOCAL OPERATION LEVEL
July 1, 1969-June 30, 1970

(Per Pilot Center)

I. Personnel (Personal Services and Development)			
A. Administrative			
1. 1 Pilot Center Director	@ $14,000	$14,000	
2. 1 Secretary	@ 4,500	4,500	
3. 1 Clerk-Typist	@ 3,500	3,500	
			$22,000
B. Staff -- Pilot Center and other System Personnel			
1. Release time 25 staff 1/5 time (one day a week) = 800 substitute days	@ $25/day	$20,000	
2. Extended contract for staff 25 staff 6 weeks	@ $200/week	30,000	
3. Clinical (2 Typists)	@ $3,000	6,000	
C. Staff from participating agencies (universities, etc.) planning and development services		1,500	
D. Consultants and Professional Services 15 days	@ $100	1,500	
			$59,000
II. Expenses			
A. Travel			
1. Staff personnel during planning and development phase			
Air Travel (10¢ mile in lieu of air travel), average 10 trips	@ $150	$1,500	
Per Diem average 20 days	@ $17	340	
	10 Staff X	$1,840	$18,400
2. Travel for Consultants			
Air Travel, average 10 trips	@ $150	$1,500	
Per Diem, Average 15 days	@ $17	255	
			$ 1,755
III. Other Direct Costs			
A. Materials and Supplies		$2,000	
B. Communication		800	
C. Printing and Reproduction		1,000	
D. Staff Development (Seminars, Workshops, fees, etc.)		2,000	
			$ 5,800
IV. Indirect Costs (10%)			$10,695
		TOTAL	$117,650

Proposed Budget Fiscal Year 1970-71
LOCAL OPERATION LEVEL
July 1, 1970-June 30, 1971

(Per Pilot Center)

I.	Personnel (Personal Services and Development)			
	A. Administration			
	1. 1 Pilot Center Director	@ $14,700	$14,700	
	2. 1 Secretary	@ 4,410	4,410	
	3. 1 Clerk-Typist	@ 3,670	3,670	
				$22,780.00
	B. Staff -- Pilot Center and other System Personnel			
	1. Approximately 25 staff per center -- Supplementary funds at 25% of average salary $8,000 = ($2,000 X 25) for differentiated level of compensation		$50,000	
	2. Extended contract for staff 15 staff - 6 weeks	@ $200/week	18,000	
	3. Clerical (2 typists)	@ $3,150	6,300	
				$74,300.00
	C. Staff from participating agencies (universities, etc.) Implementation and development contractual services		2,000	
				$ 2,000.00
	D. Consultant and Professional Services 15 days	@ $100	1,500	
				$ 1,500.00
II.	Expenses			
	A. Travel			
	1. Staff travel during development and implementation phase			
	Air Travel (10¢ per mile in lieu of air travel)		1,500	
	Aver. 10 trips @ $150		340	
	Per Diem Aver. 20 days @ $17			
		10 Staff X	1,840	$18,400.00
	2. Travel for Consultants			
	Air Travel, Aver. 10 trips @ $150		1,500	
	Per Diem, Aver. 15 days @ $17		255	
				$ 1,755.00
III.	Other Direct Costs			
	A. Materials and Supplies		2,000	
	B. Communication		800	
	C. Printing and Reproduction		1,000	
	D. Staff Development (Conference fees, and registration, etc.)		2,000	
				$ 5,800.00
IV.	Indirect Costs (10%)			$12,653.50
			TOTAL	$139,188.50

Proposed Budget Fiscal Year 1970-71
STATE COORDINATION LEVEL
July 1, 1960-June 30, 1971

I. Personnel: (Salary)				
1. 3 Consultants (full time)	@	$14,700	$44,100	
2. 8 Interns (part time)	@	5,000	40,000	
3. 4 Secretaries (full time)	@	4,410	17,640	
				$101,740
II. Expenses:				
1. Travel - 3 Consultants	@	$3,000	$ 9,000	
2. Travel - 8 Interns	@	500	4,000	
3. Communication (Postage Telephone, Etc.)	@	400 X 3	1,200	
4. Retirement/Matching - 10%			10,174	
5. Printing & Reproduction	@	1,000 X 3	3,000	
6. Staff Development (Conference fees, Registration, Etc.)			1,500	
7. Educational Material	@	200 X 3	600	
8. Office Supplies	@	250 X 3	750	
9. Repair & Maintenance	@	75 X 3	225	
				$ 30,449
III. Capital Outlay:				
1. Office furniture, educational equipment, books 3 Consultants	@	$300 X 3	$900	
				$ 900
IV. Consultant Services: (OPS)				
1. Consultants - 50 days	@	$100	$ 5,000	
A. Travel - 30 Trips average	@	200	6,000	
2. Staff from Participating Agencies 10 Staff - 20 Days	@	100	20,000	
3. Advisory Board				
A. 6 people; 24 days (2 day meetings)	@	100	2,400	
B. Travel 2 Trips	@	200 X 12	2,400	
				$35,800
V. Indirect Costs (10%)				$16,888
			Total	$185,777

SUMMARY OF BIENNIUM APPROPRIATION REQUEST

State Coordination Level:

FY-1970	$198,885.00
FY-1971	185,777.00
Biennium Total	$384,662.00

Local Operation Level:

FY-1970 - 5 pilots X @	$117,650.00	=	$588,250.00
FY-1971 - 5 pilots X @	139,188.50	=	695,942.50
Biennium Total	$256,838.50		$1,284,192.50

Fiscal Year 1970

State Coordination Level	$198,995.00	
Local Operation Level	588,250.00	
		$787,135.00

Fiscal Year 1971

State Coordination Level	$185,777.00	
Local Operation Level	695,942.50	
		$881,719.50

Total Biennium Appropriation Requested	$1,668,854.50

Appendix I

State Department of Education

Steering Committee

FLEXIBLE STAFF ORGANIZATION FEASIBILITY STUDY

STATE DEPARTMENT OF EDUCATION STEERING COMMITTEE

Jim Swanson----------Research

Al Erxleben----------Public Information

Julian Morse----------Curriculum & Instruction

Rodney Smith----------Curriculum & Instruction

John Ritter----------Curriculum & Instruction

Fred Daniel----------TECA

Bill George----------TECA

Jack Gant----------TECA

Jack Waters----------Director of Planning

Leon Sims----------Vocational, Technical & Adult

Appendix J

Other Related Materials

FLORIDA STATE DEPARTMENT OF EDUCATION

Tallahassee, Florida

Education Professional Development Act
Title V---90-35

Special Grant Request Abstract

Project Title:	Readiness Training Program for Florida Flexible Staff Organization Feasibility Study.
Administering Division:	Division of Curriculum and Instruction Dr. Joseph W. Crenshaw, Assistant Commissioner
Project Coordinator:	Mr. Marshall L. Frinks Associate, Program Development Division of Curriculum and Instruction
Office of Education Director:	Mr. Russell Wood, Assistant Commissioner Bureau of Educational Personnel Development
Total Grant Requested:	$150,000.00
Participating Agencies:	Selected county system, Florida University System (college of education), Florida Junior College System, community groups, and professional organizations.
Administrative Organization:	The administering division in cooperation with the State Department of Education Coordinating Council will assume responsibility for policy-making as related to the funds granted under this project. The Advisory and Evaluative Committee, established under the Flexible Staff Organization Feasibility study operational plan will serve in advisory capacity to the policy-making group, and the project coordinator will be a program specialist from within the Division of Curriculum and Instruction who will be assigned to coordinate project activities within the state, and will serve as liaison to the participating agencies.
Project Purpose:	The purpose of this project is to prepare and implement a Readiness Training Program for educators who will be involved in the development and implementation of the model "pilot" network system outlined in the master plan for the statewide Flexible Staff Organization Feasibility Study, as required by Florida Statutes, Section 229.521 (30), unofficial. The overriding purpose of these tentative planned activities is to eliminate the fragmented efforts through cooperation and coordination in bringing to bear the total available human and financial

resources from local, state and national levels. The need for in-depth orientation and training is evident.

To achieve this end, the readiness program will examine three fundamental areas of educational concern:

(1) How can instructional skills development be made more relevant to the solving of the vexing problems facing educators today?

(2) How can the teaching-learning process be organized to provide for individualized instruction and more effective utilization of teacher time and talents?

(3) How can a state educational system mobilize its efforts toward total utilization of human and financial resources to obtain its desired educational goals?

Project Needs and Objectives:

The Readiness Training Program is designed to meet the following needs in fulfilling the objectives of the proposed Flexible Staff Organization Feasibility Study:

(1) To provide the information, skills, and cooperative environment that will encourage pilot center participants to develop new attitudes towards changes in the total system.

(2) To provide an opportunity for educational personnel to participate in the training and change process.

(3) To provide face-to-face contact with educational practitioners and university personnel while developing new skills, understandings, and organizational patterns.

(4) To establish channels of continuous communication among local educational personnel, college of education personnel, and State Department of Education personnel while new programs are being developed and tested.

(5) To develop a comprehension for designing an organizational structure that draws upon the specialized skills of individuals with a total system that may be deployed at various levels of responsibility for more effective learning patterns.

(6) To allow educators the time and resources to observe, discuss, and design new skills and techniques which represent to them sounder educational practices.

The Readiness Training Program, a segment of the Planning and Development component of the Florida Network System as described in the Florida Flexible Staff Organization Feasibility Study Interim Report,

has established the following broad objectives:

(1) This Program will attempt to create opportunities to effect a new set of attitudes in Florida's educators involved in the feasibility study.

(2) The Program will introduce change and provide training concurrently by having participating educators learn about change and new processes of learning through such experiences as observing dialogue sessions and participating as assessments of programs in Florida and the nation.

(3) The orientation and training program will be flexible and will be developed around the concept of self-renewal.

(4) Specific skills will be reviewed and developed in techniques of decision-making, personnel management, programming for change, tasks analysis, planning, and others identified by participating educators and consultants.

Financial Plan and Anticipated Activities:

The budget is designed to permit the scope of the planning and development necessary to prepare and implement a statewide Readiness Training Program as comprehensively as possible based on the stated needs and objectives in the Special Development and Training Grant Request.

Being fully aware of the continuous interest; the local, state and national motivation; and the need for identifying new and relevant ways of improving the teaching-learning process, the Florida State Department of Education is requesting that EPDA funds be allocated for the in-depth Readiness Training Program as outlined in this and supporting documents.

The activities will be focused on orientation and training programs that are deemed necessary to fully implement the feasibility study at both the local, state and university levels. The programs will be concerned with the change process, curriculum development, and the basic orientation of the process approach to model development.

Evaluation and appraisal of the project will be based on continuous analysis of data collected at various times from the beginning to the end of the project.